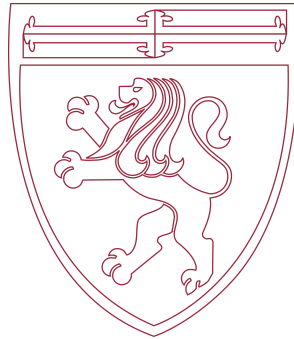


Molloy College



Doctoral Student Handbook 2021-22

Ed.D. Program in Educational Leadership for Diverse Learning Communities

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DIRECTOR'S WELCOME

Dear Doctoral Student,

It is my sincere privilege to welcome you to the Molloy College Doctoral Program in Educational Leadership for Diverse Learning Communities. The School of Education and Human Services at Molloy College is a very special place where much time and effort are devoted to collaborative, scholarly, and practitioner-oriented academic endeavors. We sustain a culture of mutual respect with a low faculty-to-student ratio, which allows for engagement with our students via ongoing dialogue for personal mentoring as well as for collaborative inquiry and practice.

Your choice to pursue an advanced degree in education with a special focus on social justice and equity is a clear indication of your ongoing commitment to serve diverse populations and offer them the highest quality education possible. We, the faculty of the School of Education and Human Services, pledge to offer you the same.

A comprehensive, rigorous, and research-based curriculum is designed to prepare you for contemporary educational leadership roles in support of diverse environments. We are confident that our program will respond to the varied research interests of our doctoral students, including leadership for social justice, culturally responsive pedagogies and special populations such as English language learners (ELLs), students with disabilities and other special needs or gifted populations. Your culminating dissertation will be based upon a solid foundation of core courses and specialization in leadership and advocacy for diverse student populations. You will enjoy ongoing formal and informal opportunities to be engaged with other cohort members and doctoral faculty in field-based research projects.

This unique experience awaiting you at Molloy also includes our collaborative inquiry model using a multiple mentorship approach. Through this approach, you will be supported and guided through the intellectual challenges of each phase of the dissertation process. On behalf of the doctoral faculty and the entire Division of Education, I wish you much success in this program.

Sincerely,



Andrea Honigsfeld, Ed.D.
Associate Dean and Director of the Ed.D. Program
Division of Education
Molloy College

ED.D. PROGRAM'S MISSION STATEMENT AND GOALS

Molloy College Mission Statement and the Doctoral Program in Education

Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

The Doctoral Program in Education, Educational Leadership for Diverse Learning Communities, reflects the mission of Molloy College rooted in the Dominican tradition of study, spirituality, service, and community. The program provides a value-centered experience that embraces intellectual, ethical, spiritual, and social development in an environment where academic freedom, a spirit of inquiry, and respect for each individual's worth and dignity prevail.

The three components of our Signature Pedagogy include:

1. Field-based, practitioner-oriented research that addresses authentic, contemporary educational topics concerning diversity.
2. Inquiry-driven, ethical leadership that responds to current local, state, national, and international educational trends.
3. Multiple mentorship that includes ongoing support by a cohort advisor and a dissertation mentor to facilitate students' progress of study, advisement, and research development.

The comprehensive, rigorous, and research-based curriculum is designed to prepare doctoral graduates to act as contemporary educational leaders in diverse environments with a focus on advocacy for equitable education in its broadest sense. The culminating dissertation will be based upon a solid foundation of core courses and specialization in leadership and field-based research to support diverse populations. Ongoing opportunities will be created for students to be engaged with doctoral faculty in collaborative inquiry.

Goals

The broad-based goals of the program are to prepare educational leaders and advocates who possess:

- Knowledge of leadership, diversity and advocacy for equity education
- Knowledge of various research methods, data collection and assessment techniques
- The ability to communicate research findings and inform issues of diversity
- Skills and dispositions for ethical decision making for issues in equity, diversity and public policy
- Vision, pedagogical knowledge and critical thinking skills to question and challenge inequities in schools and communities
- Understanding, appreciation and respect for the value of collaborative approaches to problem-solving, leadership and action research
- Skills and competency to think locally and globally to build partnerships, share leadership techniques and demonstrate integrity of the highest magnitude in order to effect change.

Graduates of the Educational Leadership for Diverse Learning Communities (Ed. D.) program are prepared to:

- Serve as leaders in advancing the field of education for diverse learners through practitioner-oriented authentic research, collaborative inquiry, and policy analysis
- Participate fully in diverse educational communities to promote the creation of knowledge that advocates for reform initiatives that leads to equitable education
- Generate, test, and extend knowledge through research and theory development and disseminate the findings to directly impact schooling and education
- Influence educational policy to advance best practices at the local, regional, state, and national levels
- Integrate research in educational equity with practice through coursework, fieldwork, dissertation writing, publication, and active membership in scholarly, professional organizations
- Embrace the Molloy College hallmark of the Four Pillars of the Dominican tradition of study, spirituality, service, and community
- Support the ideals of educational reform, collaboration and change through the stewardship of teaching and leading
- Examine educational service delivery models and determine if they are fair, equitable, and just
- Develop the strategies to foster shared decision making and build teacher capacity to support student learning needs in diverse communities
- Initiate and advance approaches to develop research that informs instruction and determines best practices for student achievement

Ed.D. PROGRAM OVERVIEW

Doctor of Education Program Philosophy

Doctoral education fosters the highest level of scholarly inquiry to promote self-transformation, enabling graduates to demonstrate excellence in leadership, education, and service. A Doctor of Education degree represents the culmination of the formal educational process. Through scholarly inquiry and intellectual engagement, the graduate will provide leadership and advocacy for diverse learner needs and generate new knowledge by designing and conducting research to advance the understanding of societal changes and needs.

The Molloy College School of Education and Human Services offers a unique contribution to doctoral education, the field of education, the local and regional communities, and the larger society. The doctoral program is responding to an emerging need to prepare teachers, and related educational professionals who will contribute by offering leadership to spearhead reform initiatives closely tied to the actual practices of those involved in the doctoral program. This response is a natural progression from Molloy's history of teacher education at the undergraduate and graduate levels as well as its mission, vision and the conceptual framework of its educational unit.

In the Doctor of Educational Leadership for Diverse Learning Communities (Ed.D.) program, our purpose is to prepare highly qualified and effective practitioners and professionals, including teachers, administrators, counselors, professionals in higher education and related fields, and future instructional leaders who will advocate for programs and policies for diverse learners and contribute to the advancement of knowledge concerning the organizational, structural, and cultural conditions that are vital for providing educational equity for all learners.

Program Signature Pedagogy

Three components of the Molloy College Ed.D. Program referred to as signature pedagogy—the unique characteristics for how teaching and learning take place—are as follows:

1. Field-based, Practitioner-Oriented Research

Molloy faculty work with doctoral program students to develop modes of inquiry for creating a systematic and orderly way to observe education related issues and develop a plan of action to address authentic, contemporary educational topics concerning diverse learners. Throughout the course of the doctoral studies, Molloy faculty work closely with all doctoral students to bridge the gap between theory and practice in order to become agents of change and assure equity in their current and future educational settings.

2. Inquiry-Driven, Ethical Leadership

The School of Education is committed to developing leaders who are:

- Well versed in the importance of ethical decision making
- Aware of, and responsive to, current local, state, national and international educational trends
- Knowledgeable of the historical underpinnings of the American educational experience
- Informed policy makers willing to make instructional, programmatic and policy changes in local school settings, which are necessary for educational achievement for all

3. Multiple Mentorship

A unique mentoring design has been created to ensure that all students receive the necessary guidance toward completion of their doctoral studies. The initial advisor (Ed.D. Program Director), the cohort mentor (Faculty Advisor), and the dissertation mentor (Dissertation Chair) work in collaboration to facilitate each student's progress of study, advisement, and research development. The cohort mentor guides the doctoral student through the program's required coursework and a dissertation mentor is selected during year 3 while finalizing a dissertation topic. Peer mentorship and faculty mentorship are also available to our students.

Throughout the Molloy doctoral experience, the program emphasizes ethical leadership, the research of educational problems of practice and suggested innovative changes to instruction/ curriculum and public policy as it applies to diversity and the diverse needs of all learners.

ADMISSIONS REQUIREMENTS

Acceptance into the Educational Leadership for Diverse Learning Communities (Ed D.) program is based on the following broad set of requirements:

- (a) Successful completion of a Master's degree in education or related field
- (b) 3.5 GPA in graduate studies
- (c) A minimum of three years of post-Master's employment
- (d) A personal goal statement
- (e) Recommendations from three professionals who must speak to the potential of the applicant as a scholar including at least one from a former faculty and at least one from a recent employer
- (f) Sample of academic writing (i.e. academic paper from graduate studies or scholarly article)
- (g) A current curriculum vitae (professional résumé)
- (h) An onsite or virtual interview with the Doctoral Admissions Committee*
- (i) Advanced technology skills
- (j) Current teaching/administrative license or other comparable state licensure in a related field (if applicable)

*Note: All applicants will be required to submit an additional writing sample by responding to a prompt made available prior to the interview with the Doctoral Admissions Committee.

Transfer Credit Policy

Up to 9 credits may be transferred into the Molloy College Ed.D. Program as stipulated below.

Transferring credits (graduate, post-graduate or doctoral) from other institutions to satisfy the cognate requirements:

All matriculated students may transfer up to 6 credits of coursework based on the following criteria:

- The course must have been taken within the past 10 years
- The course must either be duplicative of courses required within the program and/or congruent with the student's focus for cognates that support the dissertation.
- The course must have been taken after an initial master's degree.
- The course may have been a part of a second master's degree or a post master's certificate or an advanced certificate in Educational Leadership during which an administrative School Building Leader (SBL) or School District Leader (SDL) license was earned
- The student must have received graduate credit for the course at an accredited institution.
- The student must have earned a grade of B or above.
- If the coursework is done in a field other than education, the course must be relevant toward the Ed. D. and/or the student's dissertation research.
- A student requesting transfer of credit should submit the [Transfer Credit-Course Waiver Request Form](#) and a copy of the course description to the Director of the Ed.D. Program. An official transcript from the institution where the course was taken must also be on file in the Registrar's Office.
- Cognate requirements may be substituted by the documentation of a completed intensive professional institute at an accredited or nationally recognized professional development organization that resulted in a certificate or credential that the student has earned.
- Doctoral students requesting cognate substitutes must submit detailed documentation about the professional development work including: goals or objectives, program descriptions, curriculum, program completion requirements, transcripts (including grades if applicable) and/or copies of earned certificates and credentials.
- Time spent earning each certificate/credential cannot be shorter than 5 days.
- All cognate substitutes must be approved by the Director of the EdD Program and the Molloy College Registrar.

Note: If a doctoral student does not have any credits to transfer to satisfy the cognate requirements, they may fulfill this requirement by taking up to 6 graduate, post-graduate or doctoral credits at Molloy College or at another accredited institution. **Prior to registration, the student must seek approval from the Ed.D. Program Director whether the courses are taken at Molloy College or another institution.**

Transferring credits (doctoral) from other institutions to satisfy doctoral course requirements:

Students who have begun doctoral studies at another institution may transfer 3 doctoral credits toward coursework in addition to the transfer of credits for the cognate requirement.

- The course must be duplicative of a doctoral core course required within the Molloy Ed.D. program
- The course must have been taken within the past 5 years
- The course may have been a part of a doctoral degree or may have been part of an advanced certificate or second master's degree in Educational Leadership during which an administrative School Building Leader (SBL) or School District Leader (SDL) license was earned.
- The student must have taken the course at an accredited institution
- The student must have earned a grade of B or above.
- A student requesting transfer of credit should submit the [Transfer Credit-Course Waiver Request Form](#) and a copy of the course description to the Director of the Ed.D. Program. An official transcript from the institution where the course was taken must also be on file in the Registrar's Office.
- If a doctoral core course is waived due to credit transfers, the doctoral student may be required to audit the course to ensure the integrity of the Molloy College doctoral experience.
- All cognate substitutes must be approved by the Director of the EdD Program and the Molloy College Registrar.

Course Waiver Requests

Occasionally, a student is admitted to the Doctoral Program who presents the credentials of having experience that is equivalent to a required course. In this instance, the student may request a waiver of course. Any student receiving a favorable waiver of course action will be required to take a course, with advisement, that will provide the appropriate number of credits to substitute for the waived course. A [Transfer Credit-Course Waiver Request Form](#) must be submitted to the office of the Ed.D. Program Director. If approved, an acceptable course may be substituted for the required course or a requirement may be waived. At the Ed.D. Program Director's discretion, the student may be asked to audit the course upon approval of the waiver.

Ed.D. IN EDUCATIONAL LEADERSHIP DEGREE REQUIREMENTS

To earn the Ed.D. in Educational Leadership for the Diverse Learning Community degree at Molloy College Division of Education, the doctoral student must:

1. Have earned a minimum of 54 graduate level semester credits beyond the Master's Degree as follows:
 - a. Earned 45 graduate level semester credits in courses beyond the Master's degree, a minimum of 36 of these credits must have been earned at Molloy College.

- b. Earned a minimum of 9 credits for the dissertation requirements. Six credits are earned in the dissertation seminars, and 3 additional credits are earned in the dissertation progression course leading to the final dissertation defense.
 - c. Up to nine graduate/doctoral level semester credits may be transferred and applied to the 45 graduate level semester credit requirements for the Ed.D. program with approval.
2. Meet the **Cumulative Grade Point Average Requirement**. Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.2 (on a 4.0 scale). If the GPA falls below 3.2, student will be put on academic probation and must raise their GPA to 3.2 by the end of the following academic year. Students who fail to raise their GPA to 3.2 may be dismissed from the program. (See Academic Policies on Page 31).
3. Pass a two-part written [Doctoral Comprehensive Examination](#) after completing all credit requirements for the Ed.D. Program. During the Spring semester after students complete all the program course work (except cognates), students will register to take the Doctoral Comprehensive Examination as directed on the CANVAS portal. The examination will be scheduled after consultation with the student's advisor and the Director of the Ed.D. Program. (See p. 18 for more information).

After successful completion of the Doctoral Comprehensive Exam, the student will receive confirmation of doctoral candidacy and will be permitted to enroll in the Doctoral Dissertation Sequence.

4. In collaboration with the Cohort mentor, students will finalize their Dissertation Chair and Committee Members and file the [Dissertation Committee Membership Form](#). Students must notify the Ed.D. Program Office and their advisor about any requested changes to their Dissertation Committee through the submission of the [Change in Dissertation Committee Membership](#) form.
5. Present a proposal to their dissertation committee and defend it. To schedule the Proposal defense, students must submit the [Scheduling Form for the Proposal Defense](#) a minimum of 3 weeks prior to the proposal date. After the proposal presentation, the Committee Chair will submit the completed [Scheduling Form for the Proposal Defense](#) to the Ed.D. Program Office
6. Seek IRB approval before initiating the dissertation research process. (See Molloy College IRB application protocol on the Molloy College Website.)
7. Complete the dissertation sequence with direct supervision and support from the Dissertation Chair (see p. 21)
8. Based on the anticipated doctoral dissertation defense date, the student must complete application materials for graduation in accordance with prevailing Molloy registrar

policies.

9. In agreement with the Dissertation Chair and Committee members, the student must schedule the dissertation defense by submitting the [Scheduling Form for Dissertation Defense](#) form a minimum of 3 weeks prior to the defense date.
10. Successfully defend their doctoral dissertation. The [Oral Defense of Dissertation](#) form will be completed by the Committee Chair and submitted to the Ed.D. Program Office. Final approval must also be recorded on the individual student signature pages that are required for graduation clearance and dissertation publication.
11. After completing the requirements to earn the Ed.D. degree, students are asked to publish their dissertations as indicated in the post defense guidelines (See p. 26)

CORE COMPETENCIES FOR MOLLOY COLLEGE GRADUATE (DOCTORAL) PROGRAMS

Integrated competencies will work together to influence and support advocacy, leadership and change

I. Advanced Communication Skills

- Advanced oral communication and presentation/public speaking skills
- Clear, concise, and highly effective writing skills
- Ability to relate to and collaborate with others in order to engage in effective and meaningful interaction
- Ability to effectively communicate research findings
- Ability to convey complex information to a variety of audiences

II. Highly Developed Critical Thinking, Information Literacy and Scholarly Inquiry

- Ability to synthesize pedagogical knowledge through critical, strategic, creative thinking and complex problem solving
- Competencies in inquiry and analytical skills
- Competencies in quantitative and qualitative research and responsible conduct of research
- Statistical knowledge and ability to analyze and interpret data
- Ability to integrate research with theory and practice and disseminate findings
- Use of multiple perspectives to view and resolve challenges
- Advanced information literacy
- Knowledge of and ability to use information systems technology
- Mastery of knowledge related to the student's chosen path of study

III. Social Responsibility and Ethical Leadership

- Highly ethical conduct, integrity, and professional responsibility
- Ability to make ethical decisions in personal and professional contexts
- Adherence to standards and principles of academic integrity
- Commitment to social justice and basic human rights
- Belief in the inherent worth and dignity of all individuals and appreciation of diversity

VI. Effective Leadership in Professional, Community, and Personal Spheres

- Leadership and professionalism
- Career development, mentoring, and supervisory skills
- Advocacy skills and ability to influence public policy in the field
- Effective collaboration among diverse groups
- Application of knowledge and theoretical perspectives in community and professional settings
- Living out the College's core values in the community and workplace
- Reflective practice
- Interprofessional collaboration
- Organizational skills
- Civic knowledge and engagement
- Intercultural knowledge and competence

V. Integration of I– IV in the Expansion of Communication, Critical Thinking, Ethical Leadership and Effective Professional and Community Leadership Competencies

- Skills in expanding all levels of inquiry toward developing a base of knowledge and finding evidence for the discipline
- Application of systematic approaches and analytical processes to build on evidence
- Effective communication in speaking and writing to disseminate information and knowledge to larger audiences
- Application of evidence in guiding professional services to solve authentic problems
- Understanding regarding how policy is enacted for local to global communities to best influence and advocate ethically for the public
- Proficiency in the use of information systems and technology to improve quality of services delivered in the discipline and to support decision-making
- Influence with regard to policy to advance best practices in the field at the local, state, regional, and national levels
- Integrity in disciplinary practice, scholarship, and leadership

Ed.D. PROGRAM COURSE SEQUENCE

Doctor of Education in Educational Leadership for Diverse Learning Communities

Core Requirements

EDU 6020: Introduction to Educational Research	3
EDU 6040: Change Leadership for Equity, Social Justice and Excellence	3
EDU 6060: Ethical, Moral and Legal Issues in Educational Leadership	3
EDU 6080: Quantitative Research	3
EDU 6120: Learning, Cognition, and Diversity	3
EDU 6140: Qualitative Research	3
EDU 6160: Critical Issues in Education	3
EDU 6180: Preparing for the Dissertation	3
EDU 6220: Curriculum Theories and Best Practices for the Diverse Learner	3
EDU 6240: Research Internship	3
EDU 6260: Collaborative Leadership in 21 st Century Diverse Educational Organizations	3
EDU 6280: Dissertation Research Design	3

Summer Institute:

EDU 6300: Educational Assessment for the Diverse Learner (3 credits are required for the degree, repeatable for 0 credit for professional development for a course fee)	3
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Cognates (Electives)*:

Course offerings vary from year to year.	6
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*See Transfer Policy in Molloy College Graduate Catalog

Total Course Credits

Prior to beginning the Dissertation Sequence, a <u>Doctoral Comprehensive Examination</u> must be successfully passed (see p. 18)	45
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Dissertation Sequence:

EDU 7000: Dissertation Seminar-Part One	3
EDU 7001: Dissertation Seminar-Part Two	3
EDU 7010: Dissertation Progression	3
EDU 7020: Dissertation Continuation (If necessary, continued enrollment for 1 credit per semester until dissertation defense)	(1)

<u>Minimum Total Program Credits (including Dissertation Sequence)</u>	54
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ED.D. PROGRAM SEQUENCE AND PROGRESSION

ACADEMIC ADVISEMENT

The Director of the Ed.D. Program advises all newly admitted students prior to enrollment as well as during their first academic year in the program. Thereafter, each cohort of students is assigned to a Faculty Advisor, who will serve as the Cohort Mentor.

The Cohort Mentor/Faculty Advisor:

- Guides the student through the plan of study.
- Regularly reviews and discusses student progress on Lion's Den.
- Provides academic counseling to facilitate the program of study, transition procedures, and selection of the Doctoral Dissertation Committee.
- Provides mentoring to facilitate career planning.

When the student's dissertation committee has been approved, the Chair of the Dissertation Committee and the Cohort Mentor will jointly serve as the student's Faculty Advisor until graduation.

Student Responsibilities in the Advisement Process:

- Initiate written requests in advance for accommodations applicable to the Americans with Disability Act.
- Supply documents required to fulfill transfer requests for coursework.
- Read written communiques and adhere to policies and procedures applicable to the Doctoral Program. (These may change during a student's enrollment and students are required to stay updated on changes).
- Initiate any changes to the program of study in writing to the faculty advisor and the Ed.D. program office. Make sure you obtain and complete any necessary forms in a timely manner (for example, leave of absence, incomplete request, resignation, and so on)
- Communicate any personal changes during the program in a timely manner with the advisor and Director of the Ed.D. Program.
- Maintain current personal information (phone, personal email, and address information) on Lion's Den.

ACADEMIC BENCHMARKS

Benchmarks are currently under revision and are subject to change.

Benchmarks provide a tool for the assessment of students' learning in the doctoral program. The Ed.D. Program includes five benchmarks assignments.

Benchmark I- Ethical, Moral and Legal Issues in Educational Leadership (EDU 6060) Position Paper is submitted at the end of the first year and relates to the ethical leadership project.

Benchmark II- Preparing for the Dissertation: The Literature Review (EDU 6180) occurs during the second year when the students complete their literature review for chapter two of their dissertation. The final paper in this course is the benchmark submission.

Benchmark III- Research Design Final (EDU 6280) occurs during the third year when students are evaluated on their research design for chapter three of their dissertation. The final paper in this course is the benchmark submission.

Benchmark IV- Dissertation Proposal takes place once a student's dissertation committee decides the student is ready to present their dissertation.

Benchmark V - Final approved dissertation.

COMPREHENSIVE EXAMINATION

The purpose of the Doctoral Comprehensive Examination is to determine whether the student meets minimum criteria for knowledge of educational leadership and research methods at the doctoral level. The written examination is designed to test the student's knowledge related to analysis and synthesis of the doctoral curriculum content. The content will include theory, research, and specialized substantive knowledge. Students must have completed all course work including cognates and the dissertation sequence before taking the examination.

The procedure for the Comprehensive Examination is as follows:

- a. During the Spring semester, when the student is projected to complete the course sequence (inclusive of the cognate requirements) and prior to beginning the Doctoral Dissertation Sequence, the student will file a [Notification of Intent to Take the Doctoral Comprehensive Exam](#). The examination will be scheduled with consultation of the student and Director of the Ed.D. Program after the end of the semester.
- b. The examination will be graded by members of the Doctoral Comprehensive Examination Committee. The examination will be graded as either "eligible for candidacy", "eligible for candidacy with conditions" or "not eligible for candidacy" by the committee. If there is not a unanimous decision about the grade, the Ed.D. Director will reconcile differences in evaluations.

- c. A student may be assessed as “not yet eligible for candidacy” only once. A student receiving a grade of “not yet eligible for candidacy” will meet with the Doctoral Comprehensive Examination Committee to discuss areas of needs. The cohort mentor or designated faculty member will provide further feedback and guidance to assist the student in preparing for a second administration of the Doctoral Comprehensive Examination. The second administration of the Doctoral Comprehensive Examination may include a written and oral portion.
- d. A second grade of “not yet eligible for candidacy” will result in dismissal from the program.
- e. The written comprehensive examination must be successfully passed before a student begins the dissertation sequence.

The comprehensive exam will comprise two components. The first component will consist of a take-home leadership journey essay and portfolio. The second component will include an on-site or virtual essay exam on the topic of research methods.

Part 1. Leadership journey essay. In an essay of 2,000 words maximum, students will describe the education leadership journey they have constructed during their time in the doctoral program explaining how they evolved as a social justice scholar and leader. The student will identify four artifacts that represent turning points in this leadership journey. Artifacts may come from course assignments or outside experiences, but they need to be closely aligned to the social justice themes and research. Examples of artifacts are a paper written for a course, a publication, a written description of a K-16 curriculum the student developed, meaningful samples of fieldwork assignments, materials related to an organizational change process in the student’s workplace, materials related to a conference presentation, and so on.

Artifact memos. For each artifact selected, the student will prepare an artifact memo. The artifact memo serves as a cover sheet for the artifact and provides the following information:

1. Name of artifact:
2. Approximate date(s) of its production:
3. Rationale for choosing artifact (50 words):
4. Explanation of context in and purpose for which it was produced (100 words):
5. Summary of the meaning of the artifact to the student’s leadership journey consistent with what the student has written in the leadership journey essay (100 words), including page number reference.

(Adapted from the University of Massachusetts--Lowell Ed.D. handbook.)

Part 2. The second part of the comprehensive exam is an on-site written essay of 2,000 – 2,500 words, approximately 8-10 pages, which demonstrates readiness to move on to the independent work of the dissertation. In the qualifying paper, the student will be given three scenarios of research problems of practice. The student will choose one of the problems and design a qualitative or quantitative study based on the chosen problem. Students will be

asked to describe the problem in more depth, elaborate on the context of the study, and significance for studying their chosen problem. The student will explain the methodology--purpose statement, research questions, design, data collection procedures and materials, sampling criteria, data analysis, and anticipated results or conclusions.

Achieving Doctoral Candidacy

With successful completion of the Comprehensive Examination, the student is deemed by the Comprehensive Examination Assessment Committee as qualified to begin the doctoral dissertation sequence. Upon review that the student has fulfilled all criteria, a letter verifying candidacy status will be issued by the Ed.D. Program Director and the Comprehensive Examination Assessment Committee. Students who do not successfully pass the Competency Exam should consult with their advisor to determine the next steps needed to prepare to retake the exam.

DISSERTATION REQUIREMENTS

Dissertation Committee

The dissertation committee chair, in conjunction with the other selected committee members, helps guide the doctoral student through the intellectual stages and institutional requirements of the dissertation work. Each student is required to conduct original, independent research that contributes to knowledge development in education. In consultation with the chosen Dissertation Chairperson, the student must select two other members to serve on their Dissertation Committee composed of:

1. a Dissertation Chair from the Ed.D. faculty,
2. another committee member who must be a Molloy faculty member,
3. a third committee member who may also be someone from Molloy or may be from outside the college.

All committee members must hold a terminal degree and receive approval from the Ed.D. Program Director.

Typically a dissertation committee consists of a Dissertation chair and two members; however, in consultation with the chair, a student may opt to have a fourth member. The dissertation committee chair, in conjunction with the other selected committee members, helps guide the doctoral student through the intellectual stages and institutional requirements of the dissertation work.

Second, third and fourth members are chosen together with the Chair to compose a complementary dissertation committee. They are often chosen to provide thematic or methodological expertise. Readers often read only the completed proposal prior to the proposal defense and dissertation before the final defense, although they are available for consultation throughout the process and may be more closely involved in sections or issues in which they have particular expertise.

The chair and committee members should:

- Coach the student about their working style and what the student can do to contribute to a

good working relationship.

- Refer the student to appropriate resources, if they become aware of significant problems or challenges (e.g., in the student's writing, research-related skills, or personal circumstances).

1. Responsibilities of the Chair:

- Assist the student to select and refine the dissertation topic.
- Help the student formulate a long-term plan for the research and writing of the dissertation, including a timetable and tentative completion date. Ask the student to revise the plan, if needed.
- Reach agreement with the student as to the frequency of consultation and work submitted for critique.
- Seek a progress report from the student at least once a term.
- Work with the student to schedule and plan for committee meetings.
- If a member of the committee is not responding to the student's communication or failing to review the draft sections of the dissertation in a reasonable amount of time, the chair will coach the student about how to proceed, or intervene directly if the problem is severe. If all efforts fail, the student will consider finding a replacement.
- Take responsibility for dealing with conflicts among committee members (e.g., personal conflict, and intellectual disputes that create a roadblock for the student).
- Emphasize data collection and record keeping.
- Review ethical issues, including human subject protections.
- Build backup ideas into the research project.
- Follow the student's development and make adjustments in assignments.
- Be aware of conflicts, and take steps to mediate as necessary.

2. Responsibilities of the Committee Members:

- In collaboration with the Dissertation Chair, provide timely and thorough guidance to a student on dissertation development and/or manuscript drafts.
- Respond to student drafts on a timely basis. A reasonable guideline is no more than ten working days turnaround time upon receipt of a draft or a response to a student if more time is needed within that ten working day window. It is also important to keep the Chair informed of feedback being provided to students outside of the formal defense settings.

3. Responsibilities of the Student

Students are ultimately responsible for the crafting and execution of the dissertation project through all of its phases including the completion of a final manuscript that has been properly edited and follows all of the expected conventions described in their course work. In addition, students are expected to:

- Refer to the Chair as the central point of contact for the development of ideas, selection of an appropriate committee and development of early drafts; the approval point for submission of materials to the Committee; and the gatekeeper of a final manuscript for submission to the Ed.D. Program Director.

- Schedule regular meetings with the Chair to discuss the project and its development and when directed/suggested by the Chair, with members of the Committee.
- Obtain and maintain human subjects research certification- CITI certification <https://about.citiprogram.org/en/homepage/> upon approval of the dissertation proposal
- Submit all their own, original work and as appropriate to the conduct of research, properly cite the works of others that inform the study. Students should be familiar with policies on academic dishonesty and plagiarism. Misconduct in these arenas is treated seriously and can result in academic dismissal. [See the Molloy College Graduate Catalog re: Honor Pledge and Academic Honesty].
- Complete IRB proposal paperwork.
- Take personal initiative to move the project forward and to discuss with the Chair any problems that may arise.
- Be aware of and accountable to established defense date and manuscript submission deadlines.
- Recognize that crafting a dissertation is an iterative process between the student and the Chair, and at key moments, between the student, the Chair, and the Committee. As such, students are expected to be responsive to feedback provided in a timely manner if they are to expect the same from the Chair and/or the Committee. Students need to also be respectful of the fact that Chairs and Committees have many other duties pressing on their time. Thus, realistic expectations around holiday and vacation times as well as normal busy periods (e.g., ends and starts of semesters) are necessary.

STEP-BY-STEP GUIDELINES REGARDING THE DISSERTATION PROCESS

Step 1: Selection of the Chair

EDU 6280, 3rd Year

In consultation with the Cohort Mentor and the EDU 6280 professor(s), each student will indicate their preference for a Chair and requests will be evaluated based on relevance and availability. Students will then be asked to invite the recommended faculty member to serve as Chair of their dissertation committee.

Questions that the student should consider when choosing a Chair:

- Is their intellectual and professional approach one you find compatible?
- Is the professor someone with whom you find it helpful and easy to brainstorm?
- Have you found the feedback on earlier work with that faculty member supportive?

Please review the Faculty Profiles available on Molloy College website

[\(https://works.bepress.com/experts/molloy-college/\)](https://works.bepress.com/experts/molloy-college/)

When a faculty member agrees to serve as Chair, the student will notify the Cohort Mentor and the Director of the Ed.D. Program.

The student is required to complete the [Dissertation Chair Membership Form](#), collect the signature from the chair, and submit for approval to the EdD Program Director, and cc the Dissertation Chair, the Cohort Advisor, and the Program Coordinator.

Step 2: Selection of the Committee Members

EDU 7000, 4th Year (After Candidacy Status is Established)

Together, the student and Chair will decide on additional faculty members who will be invited to serve on the Dissertation Committee. This process will be facilitated by the dissertation Chair who will formally invite committee members. The student is required to complete the [Dissertation Committee Membership Form](#) and collect the signatures from the committee to be submitted for approval to the Ed.D. Program Director and cc' the Dissertation Chair, the Cohort Advisor, and the Program Coordinator.

If changes to the committee are required, including if a faculty member's service is no longer needed given changes that may occur as the student develops the dissertation proposal, the chair is responsible for communicating with committee members on behalf of the student. The student must also fill out a [Change in the Dissertation Committee Form](#).

Step 3: Dissertation Proposal

EDU 7000, Fall/ Spring of the 4th Year

A written dissertation proposal must be approved by all members of the student's Dissertation Committee before moving to the dissertation proposal defense. Based on the outcome of the proposal defense, a student is required to address all of the recommendations from the committee and submit it to the chair for approval before starting the IRB application or data collection

activities.

Form to be filed: [Scheduling Form for the Proposal Defense](#)

Step 4: IRB Approval

EDU 7001, Year 4

Upon a successful proposal defense, the student may proceed with the completion of the Institutional Review Board application to obtain human subject approval to initiate the study. The application is to be completed with the guidance of the Chair, who also serves as a co-investigator of the study.

Consult the [Molloy College IRB website](#) for further information.

Step 5: Data Collection & Analysis

EDU 7001/7010, Year 4-5

Following the IRB approval letter, students may begin data collection and data analysis procedures. Students must first design a data plan and obtain chair approval. Then, they must submit evidence of the data analysis steps they will take to come up with their themes and findings. In case of any challenges during data collection, the student is required to notify and consult with the chair. If there are any changes to the original plan outlined on the IRB application, the student and chair must submit an IRB amendment request.

Step 6: Writing up of Chapter 4 & Optional Chapter 5

EDU 7010/7020, Year 5

The student will write the dissertation Chapter 4 Findings & Chapter 5 Conclusion with close assistance from the chair. As this is a guided writing process, the chair will ask for an outline and drafts of different sections in each chapter. Besides working with the chair, it is strongly recommended that the student relies on the expertise of the other committee members and consults with them on the final interpretation of the results of the study with approval of the chair.

Students may also take advantage of the independent study based on faculty availability to support them in writing dissertation chapters over the summer (e.g. help with analyzing data, guidance in writing and APA style, etc.).

Step 7: Submission of the Final Dissertation Draft for Committee Review

EDU 7010/7020, Year 5

The student will submit the final draft of the dissertation to the chair. Once approved, the chair will forward it to the dissertation committee members. The committee will require a minimum of 3 weeks to review and provide feedback on the manuscript. The student is required to address the comments prior to the final defense presentation.

At the time of the final draft submission to the chair, the student and the chair should decide on the final timeline of the submission, revisions of the dissertation, and the dissertation defense presentation. The student will need to submit a brief biography and abstract of the study to be distributed as part of the dissertation defense announcement. This should be written in past tense and contain approximately 250 words. The form below must be submitted 3 weeks prior to the requested defense date.

Form to be filed: [Scheduling Form for Dissertation Defense](#)

Step 8: Dissertation Defense

Fall/Spring of the 5th Year

Each student is required to successfully defend the completed dissertation as evaluated by the Dissertation Committee. The committee will approve the dissertation with no changes, minor changes, or major changes. The final oral dissertation defense is scheduled following completion of the dissertation and approval by all members of the student's Dissertation Committee. The dissertation defense is an oral presentation and inquiry open to all faculty, students, and community as deemed appropriate by the Director of the Ed.D. Program.

Upon receiving feedback from the committee about the final dissertation draft, the student will have 7-14 days to address the main concerns of the committee prior to the defense. The chair will guide the student through the process and provide feedback on the presentation.

If the dissertation committee has major reservations about the final dissertation document, the student will need to address all the concerns from the committee. In that case, the tentative dissertation defense date will need to be rescheduled. The student is approved for the final defense when the entire dissertation committee agrees the student is ready to successfully defend their dissertation. The chair will handle the communication between the committee and the student.

The committee will assess the quality of the written and oral dissertation defense, and the student will receive a pass, pass with conditions, or failing grade.

Form to be filed: [Oral Defense of Dissertation Form](#)

What Happens After the Final Defense- a Step-by-Step Guide

Step 1	<u>Oral defense completed.</u> Chair will obtain all committee signatures required on the dissertation forms and on the two required signature pages for the dissertation publishing and for graduation clearance. A copy of all signed paperwork must be sent to the Ed.D. program coordinator.
Step 2	The student makes the changes to the Word version of the dissertation document recommended by the committee.
Step 3	Student returns the updated Word document to the Chair for approval.
Step 4	<u>To be cleared for graduation, the student must submit their approved document to the Graduate Office</u> (ksmith@molloy.edu) and cc the Ed.D. Program Coordinator to obtain Dr. Kathy Maurer Smith's (Dean for Graduate Academic Affairs) signature for graduation clearance.
Step 5	The Graduate Office sends the document (Word version) to Dr. Youn-Joo Park, the college editor. The document is returned by the editor to the Graduate Office.
Step 6	Dr. Smith reviews the edited version and returns the dissertation to the student with a courtesy copy (cc) to the Ed.D. program coordinator.
Step 7	The student makes the final editing changes recommended by both the editor and Dr. Smith, and converts the document, including the required signature needed for publication, into a PDF.
Step 8	The PDF version is returned to the Ed.D. program director for final approval. Once approved, the student initiates the ETD process (establish account, completes required checklist and uploads approved PDF). The program director will forward a final copy of the document to the Graduate Office.

Step 9	ETD workflow begins. Students must establish ProQuest/ETD and satisfy the required checklist. Two bound copies of the published dissertation are requested by Molloy College (Ed.D. Program Office and Tobin Library).
Step 10	Once in the queue, the Ed.D. program director reviews the uploaded document checklist, creative commons license (no cost option) etc. and the uploaded PDF.
Step 11	The Ed.D. program director registers the final decision to publish and <u>approve and deliver the dissertation electronically for publication in ProQuest.</u>

GRADUATION

The final completed dissertation with all changes requested by the committee must be approved by the Dissertation Chair, the Ed.D. Program Director and the Dean of Graduate Affairs. Dissertation submissions will follow Molloy College standards and include submission to the Molloy College Library via the ETD system (<https://molloy.libguides.com/etd>). The ETD program is a streamlined process for students to submit their dissertation for electronic publishing and inclusion in ProQuest's Dissertations & Theses full text database as well as Molloy's Institutional Repository (Digital Commons).

In addition, the student must submit an approved Application for Graduation Form with all required signatures and an application fee, according to the deadlines in the Academic Calendar for December, May or August graduation. The graduation application is only accessible to students through Lion's Den and can be found in the “My Academics” tab in the left column.

Students must maintain continuous registration until graduation by taking EDU 7020, a one-credit Dissertation Continuation course each semester while engaged in dissertation activity **after** the required 9 credit hours are completed in EDU 7000, 7001 and 7010. If students are unable to maintain continuous registration, students must file a separation from college form. Students must contact the Ed.D. office to request reactivation into the program. If readmitted, the student continues to be subject to the policy related to length of time to complete program requirements.

The Molloy College commencement ceremony held annually in May is managed by the Office of Student Affairs. Information regarding renting or purchasing caps and gowns, celebrations, commencement rehearsals, hooding and class night and ceremonies are provided by the Ed.D. program office in the weeks leading up to the commencement exercises. It is each students' responsibility to be prepared to participate in these activities. Students who graduate in December or August are invited to participate in the May graduation ceremonies.

Length of Time to Complete Program Requirements

A student has a period of **nine (9) years** after admission to complete all program requirements. A student must complete all required coursework and be admitted to candidacy within five years after admission to the doctoral program. The student must complete all dissertation requirements within four years following admission to candidacy. Any variation from this must be requested in writing and approved by the Ed.D. Program Office as well as the Office of Academic Affairs. Submit the following form, [Request for Change in Time Requirement](#), and submit it to the Ed.D. program Office

Time spent away from the Ed.D. program based on an approved leave of absence will be evaluated at the discretion of the EdD program director. (separation from college add to page 31)

[Molloy College - Separation from College - Leaves for One or Two Semesters Off \(smartcatalogiq.com\)](http://smartcatalogiq.com)

PROFESSIONAL DISPOSITIONS IN THE ED.D. PROGRAM

Doctoral students are individually and collegially expected to meet the following expectations for professional dispositions and conduct during the duration of being a matriculated student in the Doctor of Educational Leadership for Diverse Learning Communities. If necessary, students will be required to meet with the Division Dean, Ed.D. Program Director and ultimately with the Dispositions Committee to discuss the appropriateness of their dispositions. Students who consistently demonstrate a lack of dispositions needed for leadership for diversity, equity and social justice, will be required to withdraw from the doctoral education program.

Foundations

To demonstrate foundational professional attitudes and conduct, doctoral students will:

- Embrace the Molloy College hallmark of the Four Pillars of the Dominican Tradition of study, spirituality, service, and community
- Respond to current local, state, national and international educational trends
- Become knowledgeable of the historical underpinnings of the diverse American educational experience, act as agents of continuous improvement
- Understand public policy as it applies to issues of diversity
- Understand the political and civic purposes of schooling in diverse communities

Ethics

To demonstrate ethical dispositions and conduct, doctoral students will:

- Be well versed and able to articulate the importance of ethical reflection and decision making
- Display ethical decision-making regarding issues of equity, diversity, and public policy
- Recognize and support innovative instructional leadership
- Respect and advocate for learners as individuals and recognize students with differing racial, ethnic, religious, linguistic and cultural backgrounds; academic abilities and achievement; diverse social and emotional needs; expectations in gender and sexual orientation; socioeconomic backgrounds and others
- Challenge and offer solutions for inequities in schools and communities
- Recognize or challenge the inappropriate use of resources in diverse communities
- Demonstrate integrity towards issues of social justice

Leadership

To demonstrate leadership attitudes and conduct, doctoral students will:

- Embrace and advocate for constructs of diversity, social justice, and equity in diverse learning communities
- Build partnerships which serve diverse learning communities
- Act in the role of informed policymakers willing and prepared to make instructional, programmatic, or policy changes in local educational settings and beyond
- Listen actively and respond appropriately to diverse viewpoints
- Seek opportunities to draw upon current education policy and research as sources of analysis and critical reflection to improve practice
- Serve as leaders to advance the field of education through authentic research, collaborative inquiry, and critical policy analysis

Scholarship

To demonstrate scholarly attitudes and conduct, doctoral students will:

- Develop and self-evaluate a personal and professional vision for the education of diverse learning communities
- Demonstrate commitment to scholarship and the intensive study of diversity and leadership
- Show dedication to the in-depth study of social justice including ways to build capacity in self and among others
- Understand various research methods, data collection, and assessment techniques as tools to further scholarship and educational theory
- Communicate, critique, and analyze research findings which inform issues of diversity and advance the study of diversity, social justice, and equity
- Participate fully in all phases of course work, field work, and scholarship
- Integrate research with fidelity for dissertation development and publication
- Understand, appreciate, and demonstrate respect for the value of collaborative approaches to problem-solving, leadership, and scholarly research
- Maintain knowledge of current educational issues and trends through scholarly and professional organizations

Disposition Probation

Doctoral students are expected to meet the standards of professional behavior to meet the academic and research expectations of the Ed.D. program including communicating in a timely, respectful and professional manner; complying with the institutional policies and procedures; complying with the Professional Dispositions in the Doctorate of Education Program. If necessary, students will be required to meet with the Dean of the School of Education and Human Services, Ed.D. Program Director, and ultimately with the Dispositions Committee to discuss the appropriateness of their dispositions. Students who consistently demonstrate a lack of dispositions needed for leadership for diversity, equity and social justice, and do not show improvement within a semester after the disposition meeting will be required to withdraw from the doctoral education program.

Communication Guidelines for Students and Faculty

In order to maintain best practices in communications for supervision and advising, all text-based communications pertaining to coursework or matriculation must be accomplished using the Molloy College email or the Canvas email.

ED.D. ACADEMIC POLICIES AND PROCEDURES

Molloy College Catalog

Each student is required to review the Molloy College Graduate Catalog and the Molloy College Student Handbook during the first semester of the program and is expected to review the policies and procedures described. Students are accountable for adhering to the published, current policies and procedures in force during their program of study.

Smart Catalog:

[Molloy College - SmartCatalog www.academiccatalog.com \(smartcatalogiq.com\)](http://www.academiccatalog.com)

Molloy College Student Handbook:

<https://www.molloy.edu/Documents/Student%20Affairs/Student%20Handbook%202021%20Final%20Edited.docx.pdf>

College-Wide Academic Policies

Academic policies for the topics listed below in the Ed.D. program align with those found in the [Molloy College Graduate Catalog](#).

Academic Integrity

Disability Support Services

Grade Appeal Policy

Grievances

Honor Code

Privacy Rights of Students

Program Readmission/Re-Entry

Separation from College

Student Health Services

Withdrawals and Temporary Leave

Program Specific Academic Policies in the Ed.D. Program

Policies specific to the Ed.D. Program can be found below.

Academic Probation

A student placed on academic probation will need to meet with the academic advisor (cohort mentor) and the EdD Program Director to establish a course of action to discuss and develop a mutually agreed upon action plan to facilitate the student's improvement in their academic performance. The academic probation may be extended for up to one year. If the student fails to raise their GPA to 3.2 or above, they will be considered for academic suspension or dismissal from the program. Once placed on academic probation, students' academic performance will be closely monitored. A student may be placed on academic probation up to two times during the duration of their program participation. Being placed on academic probation may impact future course registration. Students will need to discuss their ongoing program participation with their advisors

(for example, students may be advised to switch to an individual pathway and take one course at a time).

Administrative Withdrawals

Withdrawal Administrative (WA)

Administrative withdrawals are for students who stop attending a course for two consecutive weeks at any point in the semester. Professors will enter the withdrawal grades as final grades.

"WA" is assigned prior to the mid-semester appraisal date or at the midpoint of the course (for courses with irregular start/end dates). After that, the instructor may assign a "WA" or "WF."

Students who contacted the instructor with extenuating circumstances and have an approved plan to make up work may remain in a class at the discretion of the instructor. If it is near the end of the course, a grade of "Incomplete" may be requested by the student, pending an approved plan to complete the work. (The last date of attendance for an incomplete grade may affect financial aid and deferments.) The instructor's calculation for assigning a "WA" or "WF" grade is determined by criteria such as past attendance, participation, assignments, tests and course outline expectations.

Attendance and Religious Observations

Policy of Responsible Attendance: Students are expected to attend all classes and participate online regularly and punctually. Consequences for excessive absences or lateness are noted in the course outlines.

Religious Observances: A student who will be absent from class because of a religious obligation or practice, should inform the instructor in writing at least one week before the day. The student has the right to make up any examination, study or work requirements which may have been missed because of religious observances.

Additional information: [Academic Policies and Procedures](#)

Continuous Registration

All students are required to maintain continuous registration of a minimum of at least one credit each semester (Fall and Spring) from admission until final dissertation defense, unless an authorized Separation from College request has been granted. If the student is unable to engage in doctoral study in a given semester for a health or personal reasons, a Separation from College Form for the program must be completed and approval must be obtained from the advisor and the Director of the Ed.D. Program.

Students who do not successfully pass the Competency Exam should consult with their advisor to determine the next steps needed to prepare to retake the exam and maintain continuous enrollment.

Course Waiver Requests

Occasionally, a student is admitted to the Doctoral Program who presents the credentials of having experience that is equivalent to a required course. In this instance, the student may request a waiver

of course. Any student receiving a favorable waiver of course action will be required to take a course, with advisement, that will provide the appropriate number of credits to substitute for the waived course. A [Transfer Credit-Course Waiver Request Form](#) must be submitted to the Ed.D. Program office and approved by the Program Director. If approved, an acceptable course may be substituted for the required course, or a requirement may be waived. At the Ed.D. Program Director's discretion, the student may be asked to audit the course upon approval of the waiver.

Dismissal from Program

Students who do not meet the program standards for progression in their area of study may be dismissed by the Program Director and /or Dean of their School. Dismissed students should drop their courses at the Registrar's Office to assure a correct bill prior to the start of the term. The Registrar's Office will be authorized to drop dismissed students' classes prior to the start of the term to provide adequate classroom space.

Grading Policy- Cumulative Grade Point Average Requirement in the Ed.D. Program

Students are expected to succeed academically and maintain a minimum cumulative grade point average of 3.2 (on a 4.0 scale). Non-compliance with this criterion may result in program dismissal.

Grading Policy for Molloy College

The following grading system is used in the Graduate Programs: (Effective Fall 2008)

Letter Grade	Numerical Grade (Out of 100)	Quality Points (Out of 4.0)
A	93-100	4.0
A-	90-92.9	3.7
B+	87-89.9	3.3
B	83-86.9	3.0
F	Below 82.9	0.0

*Please note that you must receive a B or better in each course to earn a passing grade in the doctoral program. You also must maintain a 3.2 GPA to remain a matriculated student in this Ed.D. program.

Incomplete Grades in the Ed.D. Program

A grade of incomplete ("I") will be granted only in cases of hardship (circumstances which, in the judgment of the instructor, warrant special consideration). The student will have fully participated in class activities and discussions and completed all graded assignments through the mid-semester but because of extenuating circumstances was unable to complete the final assignments. Approval is granted only when the student demonstrates circumstances beyond their control which temporarily prevents completion of the coursework. In the event that a student has not made sufficient progress through the mid-semester, an administrative withdrawal or "WA" may be granted and the student may repeat the course (see Administrative Withdrawal, p. 35).

If all coursework is not completed by week 14 of the semester and/or if the student encounters hardship that may prevent them from submitting a final paper on time, it is the student's responsibility to contact the instructor within 24 hours of the scheduled final examination/last class meeting. Students in the online program must contact the professor prior to the scheduled final examination or due date of the final course assignment to request a grade of Incomplete.

In the Ed.D. Program, all "Incompletes" must be resolved one week prior to the beginning of the new semester. A student may not register for courses with an unresolved Incomplete grade on their transcript.

Under special circumstances an extended incomplete may be requested with written approval from the instructor, the Associate Dean and Director of the Ed.D. Program ; however, a student must still satisfy the work associated with the incomplete course before they can register for any subsequent courses.

Maintenance of Academic Standards in the Ed. D. Program

The quality point index requirement for the Ed.D. program is 3.2. If the GPA falls below 3.2, it must be raised to 3.2 by the end of the following semester. Students who fail to raise their GPA to 3.2 will be placed on academic probation.

Molloy College ADA and Rehabilitation Act

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and its amendments, Molloy College provides reasonable accommodations and services upon request to individuals with documentation supporting a covered disability or chronic illness.

Molloy's ADA/Section 504 Coordinator is Cari Rose-Tomo in the Casey Center, Room C017. The phone number to contact is 516.323.3315.

Non-Matriculated Students

Students whose admission process is incomplete but wish to earn credits for specific required courses for the degree can request permission of the Associate Dean (Director of the Ed.D. Program) to enroll for one semester. Non-matriculated students should be aware that no more than 6 credits may be completed as a non-matriculated student and that non-matriculated status can be maintained for a maximum period of one semester. Taking Ed.D. courses as a non-matriculated student does not guarantee admission into the program.

Registration and Advisement in the Ed.D. Program

It is crucial that the student meet with their academic advisor for advisement purposes prior to the registration period each semester. Students are expected to have met specified prerequisites for any course they wish to take. Students are expected to clear all holds (registrar, bursar, student health) and complete an online registration agreement prior to online registration.

Repeating Courses in the Ed.D. Program

Ed.D. students must attain a grade of B or better in all courses. Any student who receives a grade lower than B in any course, must repeat that course in the following semester. A course may be

repeated only once. Failure to maintain a grade of B when taking a course for the second time necessitates withdrawal from the Ed.D. Program. According to Molloy College policy, if a student retakes a failed course and passes, the F grade will be forgiven. However, students in the Ed.D.

program will not be able to repeat more than one failed course. Failure of more than one course necessitates withdrawal from the Ed.D. Program. Students who have been withdrawn due to academic failure may not be readmitted to the Ed.D. Program.

Transfer Credit Policy

Up to 9 credits may be transferred into the Molloy College Ed.D. Program as stipulated below.

Transferring credits (graduate, post-graduate or doctoral) from other institutions to satisfy the cognate requirements:

All matriculated students may transfer up to 6 credits of coursework based on the following criteria:

- The course must have been taken within the past 10 years
- The course must either be duplicative of courses required within the program and/or congruent with the student's focus for cognates that support the dissertation.
- The course must have been taken after an initial master's degree.
- The course may have been a part of a second master's degree or a post master's certificate or an advanced certificate in Educational Leadership during which an administrative School Building Leader (SBL) or School District Leader (SDL) license was earned
- The student must have received graduate credit for the course at an accredited institution.
- The student must have earned a grade of B or above.
- If the coursework is done in a field other than education, the course must be relevant toward the Ed. D. and/or the student's dissertation research.
- A student requesting transfer of credit should submit the [Transfer Credit-Course Waiver Request Form](#) and a copy of the course description to the Director of the Ed.D. Program. An official transcript from the institution where the course was taken must also be on file in the Registrar's Office.
- Cognate requirements may be substituted by the documentation of a completed intensive professional institute at an accredited or nationally recognized professional development organization that resulted in a certificate or credential that the student has earned.
- Doctoral students requesting cognate substitutes must submit detailed documentation about the professional development work including: Goals or objectives, program descriptions, curriculum, program completion requirements, transcripts (including grades if applicable) and/or copies of earned certificates and credentials.
- Time spent earning each certificate/credential cannot be shorter than 5 days.

- All cognate substitutes must be approved by the Director of the EdD Program and the Molloy College Registrar.

Note: If a doctoral student does not have any credits to transfer to satisfy the cognate requirements, they may fulfill this requirement by taking up to 6 graduate, post-graduate, or doctoral credits at Molloy College or at another accredited institution. Prior to registration, the student must seek approval from the Ed.D. Program Director whether the courses are taken at Molloy College or another institution.

Transferring credits (doctoral) from other institutions to satisfy doctoral course requirements:

Students who have begun doctoral studies at another institution may transfer 3 doctoral credits toward coursework in addition to the transfer of credits for the cognate requirement.

- The course must be duplicative of a doctoral core course required within the Molloy Ed.D. program
- The course must have been taken within the past 5 years
- The course may have been a part of a doctoral degree or may have been part of an advanced certificate or second master's degree in Educational Leadership during which an administrative School Building Leader (SBL) or School District Leader (SDL) license was earned.
- The student must have taken the course at an accredited institution
- The student must have earned a grade of B or above.
- A student requesting transfer of credit should submit the [Transfer Credit-Course Waiver Request Form](#) and a copy of the course description to the Director of the Ed.D. Program. An official transcript from the institution where the course was taken must also be on file in the Registrar's Office.
- If a doctoral core course is waived due to credit transfers, the doctoral student may be required to audit the course to ensure the integrity of the Molloy College doctoral experience.
- All cognate substitutes must be approved by the Director of the EdD Program and the Molloy College Registrar.

APPENDIX DOCTORAL PROGRAM FORMS

(Please click on the links to access the fillable pdf forms;
examples of the forms are attached)

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Ed.D. PROGRAM STUDENT SELF-MONITORING CHECKLIST

Course #	Title	Credits	Semester	Grade
EDU 6020	Introduction to Educational Research			
EDU 6040	Change Leadership for Equity, Advocacy and Excellence			
EDU 6060	Ethical, Moral, and Legal Issues in Educational Leadership			
EDU 6080	Quantitative Research			
EDU 6120	Learning, Cognition, and Diversity			
EDU 6140	Qualitative Research			
EDU 6160	Critical Issues in Education			
EDU 6180	Preparing for the Dissertation: The Literature Review			
EDU 6220	Curriculum Theories and Best Practices for the Diverse Learner			
EDU 6240	Research Internship			
EDU 6260	Collaborative Leadership in 21 st Century Diverse Educational Organizations			
EDU 6280	Dissertation Research Design			
EDU 6300	Educational Assessment of the Diverse Learner			
	Cognate I			
	Cognate II			
	Comprehensive Exam			
EDU 7000	Dissertation Seminar- Part I			
EDU 7001	Dissertation Seminar- Part II			
EDU 7010	Dissertation Progression			
EDU 7020	Dissertation Continuation (optional-continued enrollment for 1 credit per semester until dissertation defense)			



Ed.D. PROGRAM- TRANSFER CREDIT REQUEST FORM

The official transcript for this course must be on file with the Molloy College Office of Admissions. Please list only one course per form and submit the completed form along with the matching course description from the institution's course catalog to the EdD Program Coordinator.

Name _____ Date _____

Student ID _____ Cell number _____

Name of institution where course was taken _____

Course title and number _____

Date course was taken _____ Number of credits _____ Grade earned _____

Was this course part of a postmaster's degree? _____ yes _____ no

Was this course part of a certificate program? _____ yes _____ no

If yes, which degree or certificate program? _____

Was this course taken for personal/ professional development? _____ yes _____ no

_____ I have attached a course description (REQUIRED)

_____ I would like this course to be considered for transfer to satisfy a 3-credit elective in the Ed.D. program.

_____ I would like this course to be considered for transfer to satisfy one of the 3-credit Ed.D. courses below. *****This option is only available if you have taken courses in an accredited SBL/SDL program and/or in another doctoral program that aligns with one of the courses below. See the Molloy College Graduate Catalog to read the full course descriptions.**

___ EDU 6160: Critical Issues in Education

___ EDU 6220: Curriculum Theories and Best Practices for the Diverse Learner

___ EDU 6260: Collaborative Leadership in 21st Century Diverse Educational Organizations

All transfers of credit must be approved by the Associate Dean/Director of the EdD Program and the Office of the Registrar.



INTENT TO TAKE DOCTORAL COMPREHENSIVE EXAMINATION

This form is to be completed by the EdD student by mid-term in the semester they will complete all coursework and cognates. This form must be signed by the student's advisor and forwarded to the Doctoral Program Office.

Date: _____

Name: _____ Molloy College ID: _____

Address: _____ Molloy email: _____

_____ Telephone (C): _____

Telephone (W) _____ Telephone (H): _____

Advisor verifies that all coursework has been completed prior to exam:

Name: _____

Signature: _____

Student verification:

Signature: _____

Scheduled Examination Date: _____

Outcome: ___ eligible for candidacy _____ Not eligible for candidacy

Re-scheduled Examination Date _____

Outcome: ___ eligible for candidacy _____ Not eligible for candidacy

Letter of candidacy issued: _____



DISSERTATION COMMITTEE MEMBERSHIP FORM

This form can be completed by the student prior to receipt of the certificate of candidacy that is issued upon completion of the comprehensive examination and all required coursework. It indicates willingness of committee members to serve on the Dissertation Committee. This form should be submitted before midterm during enrollment in **EDU 7000** Dissertation Seminar- Part I by the student or following. Submit this form to the Doctoral Program Office.

Upon receipt the Director of the Ed.D. Program will meet with the student, review their advising portfolio submitted annually by their advisor and verify that coursework other than all cognates has been completed. The chair will be appointed by the end of the semester when the student is enrolled in EDU 7000 Dissertation Seminar- Part I. The full committee will be approved when the student has completed candidacy. Upon appointment of the Chair, advising will transfer to the chair.

Student Name: _____ Molloy College ID _____

Pre-Candidacy Advisor: _____

Proposed dissertation topic/area/title: _____

The Ed.D. Student will seek signatures from invited Dissertation Chair and Committee Members. Signatures below indicate willingness to serve:

Chair: _____

Email: _____ Date Invited: _____

Member: _____

Email: _____ Date Invited: _____

Member: _____ Affiliation (if non-Education or Molloy*) _____

Email: _____ Date Invited: _____

Optional Member/Consultant: _____ Affiliation _____

Email: _____ Date Invited: _____

The Ed.D. Program Director will approve the student's Dissertation Committee members and send each member a confirmation email.

Ed.D. Program Director Approval: _____

Date: _____

NOTE: If the member is not a faculty member in the Molloy College Division of Education their CV shall be attached. The majority of the committee shall be Molloy College Division of Education Faculty. Optional members are added for specific expertise. CHANGES IN THE DISSERTATION COMMITTEE MUST BE APPROVED BY THE Director of the Ed.D. Program



CHANGE IN THE DISSERTATION COMMITTEE FORM

Student Name: _____ Molloy College ID _____

Advisor/Dissertation Chair: _____

Proposed dissertation title: _____

This form must be submitted to the Doctoral Program Office for Approval

Member withdrawing: _____

Reason: Health/Death Left Molloy Conflict of Interest Other _____

New Member:

Name: _____ Affiliation: _____

Email: _____ Date Approved: _____

Member withdrawing: _____

Reason: Health/Death Left Molloy Conflict of Interest Other _____

New Member:

Name: _____ Affiliation: _____

Email: _____ Date Approved: _____

Member withdrawing: _____

Reason: Health/Death Left Molloy Conflict of Interest Other _____

New Member:

Name: _____ Affiliation: _____

Email: _____ Date Approved: _____



SCHEDULED MEETING OF THE PROPOSAL DEFENSE

Student Name _____ Molloy ID _____

Email: _____ Telephone: _____

Title of Protocol: _____

Scheduled Date: _____

The following is signed at the meeting:

Recommendation of the Division of Education Dissertation Committee:

____ **APPROVE-** Proposal and supporting materials are accepted unanimously by the committee as submitted or with minor revisions/changes as recommended

____ **REVISE-** Substantial changes to the proposal are required. A revised proposal may be submitted, and the Chair and members will review and approve. The Defense is not repeated unless the entire topic is changed.

Approval Signatures:

Chair: _____

Member: _____

Member: _____

Member: _____

Optional Member: _____



SCHEDULED MEETING OF THE FINAL DISSERTATION DEFENSE

This form is submitted to the Doctoral Program Office when the student and the Dissertation Committee decide the student is ready to defend their dissertation and the Committee has approved the draft of the dissertation.

Student name: _____ **Molloy College ID:** _____

Date of final defense: _____ **Time:** _____

Title of Dissertation _____

Format: Online _____ **or In-Person** _____

Chair of Dissertation: _____

Short Bio sketch: (Describe in one paragraph your professional career and current interests that relate to the dissertation.)

Abstract attached: Yes _____ No _____

If the abstract is not attached, it must be sent to the EdD program office three weeks prior to the final defense date.

Defenses may only be scheduled **during the academic year when classes are in session** since the defense is open to the community.



**Molloy College Division of Education
Doctoral Education Program**

ORAL DEFENSE OF DISSERTATION FORM

At the oral defense, the Committee will confer privately after the public presentation of the summary and overview of the study, questions and answers. The committee then votes on if the student passed or failed. If the candidate is unsuccessful permission must be obtained from the Dissertation Committee and Director of the Ed.D. Program to repeat the defense. Two failures constitute failure as a candidate.

Student name: _____ **Molloy ID:** _____

Doctoral Program: _____ **Date:** _____

Title of Dissertation:

Chair of Dissertation: _____

___ **Passed.** The committee unanimously agrees that the dissertation defense has been successful, and the changes required in the dissertation are not substantial. The candidate will complete these minor revisions within two weeks and submit the final copy to the Chair for approval.

___ **Failed.** The committee agrees that the dissertation defense was unsuccessful, and the changes required in the dissertation are substantial. The candidate will meet with the Chair who will outline expected changes. These must be submitted to the Dissertation Committee and Office of Doctoral Program before another defense may be scheduled. Upon the approval of the committee and Ed.D. Program Director a new **Oral Dissertation Defense for the Doctorate REQUEST FOR APPROVAL FORM** may be submitted.

Date: _____

Chair: _____

Member: _____

Member: _____

Member: _____

Optional Member: _____

The signed copy of this form must be forwarded to the Office of the Doctoral Program for filing in the student record.

Full Name of Student: _____

We the dissertation committee for the above candidate for the Doctor of Education Degree (Ed.D.) hereby recommend acceptance of the dissertation on _____ (date).

Full name, degrees, rank, College, **Chair**

Full name, degrees, rank, **Committee Member**

Full name, degrees, rank, **Committee Member**

Full name, degrees, rank, **Committee Member**

Andrea Honigsfeld, Ed.D.
Associate Dean, Director of the Ed.D. Program
Division of Education

This dissertation is accepted by the Office of Graduate Academic Affairs on

Date: _____

Kathleen Maurer Smith, Ed.D.,
Associate Dean
Office of Graduate Academic Affairs



REQUEST CHANGE IN TIME REQUIREMENT

Form Request Modify Deadline to Complete Requirements

The maximum time from admission to graduation in the Ed.D. Program in Education is 9 years. The student must be admitted to candidacy (pass Comprehensive Examination) within 5 years after admission. The student may not graduate in less than 1 year after admission to candidacy. The student must graduate within 4 years following admission to candidacy. ANY variation in these time limits must be approved by the Director of the Ed.D. Program and the Office of Academic Affairs.

Student Name: _____ Molloy ID: _____

Email: _____ Telephone: _____

Year admitted to Ed.D. Program in Education _____

Year admitted to Candidacy for Ed.D. _____

Exception requested (what deadline changed and for how long) _____

What is the reason for change? (Please explain in one paragraph the reason the deadline will not be met e.g., health, technology failure, research issues).

____ Request not Approved

Approved Change deadline for Comprehensive Examination to _____

Approved Change in deadline for Graduation to _____

Signature Director of Ed.D. Program _____ Date _____

Signature Office of Academic Affairs _____ Date _____